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AND
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ANNUAL REPORT,

*Of the Superintendent of Common Schools to the General Assembly,
May Session, 1855. (Continued from page 363.)*

STATE NORMAL SCHOOL.

This "Seminary for the training of teachers in the art of instructing and governing the common schools of this State," has been in operation for the period of five years. During the time from its opening, on the 15th of May, 1850, to the close of the last term, on the 27th of March, *eight hundred and sixty-seven* pupils had been connected with it, and, for a longer or shorter period, enjoyed the advantages which it affords.

More than two hundred school societies have been represented in the school, leaving less than twenty societies which have not been represented.

Two hundred and ninety-four different pupils have been in attendance during the past year, an increase of forty-six over the preceding year. This increase is the more remarkable when it is considered that, at the beginning of the fall term, the rule was adopted and has since been in force, permitting pupils to enter only at the beginning of a term, and requiring them to remain through the term upon which they enter; whereas, previously, pupils were allowed to enter and leave at their pleasure. Under the present arrangement, it was not expected that the show of names on the roll would be so great, though it was believed that the substantial interests of the institution would be greatly

enhanced, a conviction which the experiment has only served to confirm. A larger number of pupils were in attendance the last term than in any preceding one. One hundred and thirty-three are in the school the present term, which is an increase of sixty per cent. over the corresponding term of the last year, and there is reason to believe that the number of applicants for admission, the next term, will exceed the limits of the accommodations afforded by the Normal building.

The opposition, from ignorance and prejudice, which it had to encounter in the first stages of its history, has gradually given place to public confidence, and earnest, cordial co-operation from all classes in the community.

Wherever public opinion has become enlightened on the subject of education, it is admitted that teaching is an art, to be learned by an apprenticeship like any other art, and that special training for the business of teaching is as indispensable as for any other pursuit or profession; and the time, it is believed, is not very distant when intelligent parents would think it no less absurd to place their children in charge of a teacher who had not been trained in the principles and methods of instruction, than to employ a surgeon who has never made himself acquainted with the science of human anatomy.

It is worthy of remark that the most frequent applications for teachers who have had the training of the Normal School, come from those localities where the most enterprise is manifested in the improvement of schools. Numerous illustrations of this fact might be cited. I shall adduce but one, and that is from the last annual report of the school visitors of New Haven, by Hon. James F. Babcock.

"The Normal School of this State has tended, more than any other single cause, to advance the standard of common school education in Connecticut, and your Board therefore take pleasure in recommending it to the continued confidence and support of our own community. It is a school for the instruction of teachers; and its influence, in giving correct views on this whole subject, as well as in furnishing the best of instructors, is of incalculable benefit to the State. Many teachers, of considerable experience and pretension, who have gone to that school reluctantly, or in the belief that it could afford them but little benefit, have come away convinced that, without the knowledge there obtained of the art of teaching, they would have forever labored under extreme disadvantage. Your Board generally prefer to engage teachers who have been disciplined in such institutions."

The impulse which the Normal School has given to improved method of teaching, and to improvements in the schools in different parts

of the State, is fully attested by the communications received at this office, and especially by the constant and increasing demands for its accredited teachers, which are far more numerous than the supply.

For a more full statement of the progress, condition and wants of the Institution, I beg leave to refer you to the Report of the Board of Trustees.

SCHOOL VISITORS' REPORTS.

By the 25th section of the Act concerning Education, it is made the duty of the acting school visitor or visitors of each school society "to make a full report of the condition of common schools of said society, and of all important facts concerning the same to the Superintendent of Common Schools, before the expiration of the year for which he is appointed, and to answer in writing all inquiries that may be propounded to them, on the subject of common schools, by said Superintendent."

"He or they shall also prepare an abstract of such report to be read at the annual meeting of said society, or, if the visitor direct, at the annual meeting of the town in which said society is situated."

I can not but regard this provision of the law as one of vital importance to the welfare and progress of our common schools. If this judicious requirement were universally obeyed according to the letter and spirit of the statute, I am almost disposed to believe it would work the cure of every unsoundness that now cripples and impairs the efficiency of our schools. It is one of those vitalizing elements before alluded to, each of which by itself being capable of working out, ultimately, every other good thing which we desire.

If in other respects the visitors have faithfully discharged their duty, they have prescribed the rules and regulations for the management and discipline of the schools; they have laid out the course of study; they have determined the books to be used; they have thoroughly examined all teachers before entering the schools, and they have annulled the certificates of such as proved themselves unfaithful, immoral, or incompetent; they have visited each school twice, within four weeks of its opening and closing, thus observing the plans and arrangements of the teachers, and their apparent fitness for the tasks they have undertaken to accomplish, and imparting such advice as may have been suggested, and then, at the close, witnessing the results which have been attained; and they have inspected the registers to see if they have been accurately and properly kept. They are well acquainted with all the ex-

cellencies and defects of the different school-houses; the deficiencies in the necessary means and appliances, such as maps, globes and black-boards. They are acquainted with the means provided for the support of schools. They know whether parents have co-operated with teachers, visited the schools, and inculcated in their children the spirit of obedience and subordination to authority, or have thwarted the plans and efforts of teachers, and discouraged them by coldness and indifference. They learn from the register if it has been properly kept by the teachers, whether the children have availed themselves of the means provided for their instruction, or whether they have been kept from enjoying them by the cupidity and avarice of their parents and employers. They know what ideas prevail in their respective societies as to the nature and objects of education, and the estimation in which the common school is held. In fine, they are supposed to be familiar with the condition, progress and wants of the schools under their charge.

Now let them, according to law, sit down and write, not a single page of blank generalities and call it a report, but a *full* report, containing complete statistics of all the schools, detailing their operations, the action of the visitors, the changes, if any have been made, with their reasons for them, and the effect of the plans adopted. After stating all the important facts, suppose they state their views of what the school should be, the principles of teaching as they understand them, and set forth the value and importance of a good system of schools, showing the bearing they have on the property, morals and happiness of a community.

Let such a document be read in every town annually; let it then be printed and sent to every family to be read by scholars and teachers and parents, and a copy of it be sent to the Superintendent. Let the Superintendent carefully read all these reports, and from them make selections for publication of such parts as possess the greatest interest and value, and send them forth with his report to every board of school visitors, and to the clerk or committee of every district in the State, thus gathering up the scattered rays of light from hundreds of intelligent minds, into one luminous beam, to be turned back in all its fullness of illumination upon every part of the State.

I have thus briefly sketched the operation contemplated in that provision of the law, which requires school visitors to make "full reports."

The "answers to inquiries" sent out by the Superintendent are not to be regarded as substitutes for the full report specified. The meaning and intent of the law is, that the detailed reports are to be sent to this office at the close of the year for which the visitors are appointed,

usually in the month of October, whether any inquiries are propounded or not. I make this remark because some visitors seem not to have made the proper distinction between these two species of communications required to be sent to this office. The objects of the "inquiries" is to obtain exact information as to the principal statistical facts, such as the length of the schools, the wages of teachers, the whole number of scholars, and the number in each school, the average attendance, the taxes raised for the support of schools, &c.

The beneficial effects which would result from the collection and dissemination of information such as described, are quite obvious. These effects, however, will not be fully realized without the aid of further legislation.

The law requires teachers to keep registers of the attendance of their pupils, and make abstracts from them to be deposited with the district clerk, but no penalty follows the neglect of this duty. The law makes it the duty of school visitors to send reports to the Superintendent, and to answer his inquiries; but the disregard of this requisition is visited with no penalty except the forfeiture of one dollar a day which is allowed to visitors who comply with this provision. These officers should be paid a fair compensation for their labors, which in many cases are quite arduous, and then their neglect to perform their duties respecting the reports and returns should be followed with more serious consequences either to themselves or their societies. The law *permits* visitors to read their reports in *town* meeting, and this privilege has been exercised in some instances, for example, in Stratford and Danbury, the last year, with good effect. A modification of the law is desirable, *requiring* the reports to be read in open *town* meeting where a large number of citizens are assembled, and then printed for the use of the inhabitants of the towns, instead of being read as they now are, if read at all, to a mere handful of men assembled as the *society* meeting.

Annual reports were received at this office last autumn from only just *one-fifth* of the school societies. Some of these documents are model reports, and they reflect much credit upon their authors, as well as upon the societies which are so fortunate as to secure the services of such officers. They are literally "*full*" reports—full of important facts, and full of good thoughts and suggestions. Valuable extracts from them, are presented in Appendix C. I only regret that the proper limits of this document do not allow me to present some of them entire. Some of the reports received are of a different description. They are exceedingly brief, and could not by any just use of language be

called "full." Some of them do not exceed in length, a single page of manuscript. But I would say distinctly and unequivocally, that this statement is not designed as a reflection upon school visitors as a class, nor upon any individuals among them. On the contrary, I have no hesitation in saying that I have uniformly, so far as my experience extends, found them ready and willing to make sacrifices of time, expense and convenience, to promote the interests of education; and justice demands that they should receive suitable compensation for their services. The delinquencies to which I have alluded, seem to me the result of imperfections in the provisions of the law, rather than of the incapacity or culpable negligence of the officers.

LECTURES ON COMMON SCHOOLS.

The Superintendent is authorized to hold, or to employ persons to hold, at least one meeting in each school society, of teachers, school officers, and parents, for an address and discussion on topics connected with the organization, administration, instruction and discipline of our common schools. It is impossible for the Superintendent in addition to his other duties, to hold such meetings in even a quarter of the societies in one year. If, therefore, this service is performed, it must be in part by other persons. But the compensation allowed for assistance in this field of labor is so inconsiderable, that it would go but little beyond the payment of the travelling expenses of a lecturer. There is probably no other way in which a small appropriation would be so immediately felt in the improvement of our schools, as in this. It would be well if an experienced teacher could be employed to visit every school of each society, previous to the meeting for addresses and discussion. To do this it would be necessary to spend from one to two days in each society. The agent so employed might advise with teachers and school officers as to the measures to be adopted for the good of their schools, and carry the improvements, found in one school, to others in which they do not exist.

With the desire to make the best possible use of this provision for the benefit of the winter schools, by spreading information as to the best means of improving common schools, immediately after my appointment, I engaged the services of two gentlemen, for a short period, to aid in visiting schools and delivering public addresses. Subsequently another was employed during the month of April.

One of these gentlemen, Mr. George Sherwood, who is a graduate of

the Normal School, and a teacher of experience and good judgment, is the agent of the State Teachers' Association, and was paid in part for his services from the resources of that Society. The others were B. N. Comings, one of the instructors in the Normal School, and R. Hawley, M. D., who has been appointed Superintendent of the State Reform School. It is believed that their labors, though brief; and necessarily hurried for want of sufficient compensation, have been productive of much good, and it is hoped that additional means will be afforded to this department of our operations. For a detailed report of their labors, see Appendix B.

The following is a list of the topics they were directed to present to parents, teachers and school officers :

Topics.

1. Importance of good teachers—means of securing them.
2. School-houses, location, size, seating, warming, ventilation.
3. School apparatus, Holbrook's,—blackboards, maps, globes, *etc.*
4. Uniformity of text-books.
5. Attendance, regularity and punctuality.
6. Duties of parents respecting Schools.
7. Consolidation of School districts.
8. Gradation of Schools.
9. Support of Schools, tax on property.
10. Teachers' Institutes.
11. Common School Journal.
12. Normal School.
13. New School Law.
14. School Visitors' Reports.
15. Examination of Teachers.
16. Methods of Teaching.

TEACHERS' INSTITUTES.

A Teachers' Institute is a meeting of teachers, or persons intending to become such, for the purpose of receiving instruction in the theory and practice of teaching. Meetings of this description are usually continued for several days in succession, though seldom exceeding the limits of one week. They are attended by teachers of both sexes, and of every age and degree of attainment. The members are generally furnished gratuitously with board by the families of the neighborhood where the Institute is held.

This important agency in the cause of education, originated in this State; the first body of teachers assembled for the purpose of being taught how to teach, having been convened in Hartford, in 1839. It was soon introduced into all the New England States, and it has probably found its way into every State which enjoys the blessing of a system of public instruction.

Massachusetts took the lead in granting legislative aid to Teachers' Institutes, and in incorporating them into the system of common schools. At present, New Hampshire is doing more than any other State for the encouragement of Institutes, and in that State they are producing a most beneficial effect upon the common schools.

In the brief period of one week, it is not expected that teachers who were before ignorant, will become learned and accomplished. They are supposed to possess already, a knowledge more or less thorough, of the branches they are required to teach, and to have more or less acquaintance with the business of school-keeping.

The object is to increase their qualifications for the discharge of the responsible duties of teachers, by opening to them better methods of communicating knowledge, and inspiring them with the true spirit of the teacher's vocation. The exercises, therefore, are calculated to afford an opportunity for a rapid review of the subjects, rather than the books they may be expected to teach. So far as it goes, the instruction is designed to be a model for common school teaching. The day sessions are devoted to reviews of the principal branches taught in common schools; practical illustrations of the art of teaching; a presentation of principles of education, and of the ways and means of school management.

The evening sessions are devoted to lectures adapted to a popular audience, and debates by teachers and others, on topics connected with the great interests of education.

The appropriation granted by the Legislature, at the last session, for Teachers' Institutes, infused new vigor and efficiency into this important instrumentality for the improvement of our Common Schools.

It was a measure gratifying and encouraging to the teachers, and to the friends of education, throughout the State. Still the allowance is insufficient. It is only one hundred dollars for each county. This is but eight mills for each child in the State. If an enlightened and liberal policy is to be pursued with reference to our schools, certainly, three times this amount, or twenty-four mills for each child, can not be considered too large a sum for working effectually a machinery designed to make every teacher in the State, better qualified for his duties. In

the State of New Hampshire, with a population considerably less than our own, and with far less taxable property, the sum of \$5,200 is annually devoted to the support of Teachers' Institutes.

Much has been done within the last five years, to improve the qualifications of our teachers. Many schools are now supplied with excellent instructors. Still there are hundreds of schools in which a well qualified teacher would be a rare and singular phenomenon. Ever since reports from school visitors began to be received at this department, now a period of seventeen years, the greatest evil which has been complained of, has been the want of a sufficient number of well qualified teachers. The causes of this evil have been discussed, and the appropriate remedies prescribed, and their application urged in almost every form of language and argument which human ingenuity can invent, in the numerous and able reports which have been submitted to the Legislature on the subject of Common Schools. These efforts have not been in vain. The Normal School and Teachers' Institutes have been established, and permanently incorporated into our system of public instruction. This is a great step of progress. The good fruits of these institutions have triumphantly vindicated the wisdom of the policy which brought them into existence. It is my earnest desire and my hope, that these instrumentalities for supplying our schools with competent teachers may be supported, cherished and developed by the fostering care of the present and future representatives of the people; till their beneficial power shall bless every child in the State, with good teachers, the greatest blessing which the State can confer upon her children. For the accomplishment of this object, nothing is needed but a few dollars. *The expense is trifling, the benefit incalculable.*

I would recommend that the sum allowed for each Institute be doubled, and that the Superintendent be authorized to hold four more, in such places, and at such times, as in his judgment may be deemed advisable.

Teachers' Institutes were held last autumn, at the times and places specified below, viz :

<i>Counties.</i>	<i>Towns.</i>	<i>Time.</i>	<i>No. of Members.</i>
New Haven,	Waterbury,	Oct. 2—7,	63
Hartford,	Bristol,	Oct. 9—14,	56
New London,	Norwich,	Oct. 23—28,	158
Tolland,	Rockville,	Oct. 30—Nov. 4,	48
Windham,	Willimantic,	Oct. 30—Nov. 4,	102
Litchfield,	Litchfield,	Nov. 6—11,	78

Counties.	Towns.	Time.	No. of Members.
Middlesex,	Clinton,	Nov. 6—11,	79
Fairfield,	Danbury,	Nov. 13—18,	71
Whole number,			655

Making an average of a fraction less than 82.

Wherever the Institutes have been held, the people have generally thrown open their doors for the free entertainment of the members and lecturers, and not only by their warm-hearted hospitality, but by their cordial sympathy, and their attendance upon the sessions, especially those held in the evenings, contributed very-materially to the interest and success of the meetings.

The effects of the Institutes upon the particular localities in which they have been held, is highly gratifying. In almost every case, the meeting has been followed by a marked improvement in the policy of conducting the common schools.

For a list of the towns in which Institutes have been held, I beg leave to refer you to the Appendix.

I conclude my remarks under this head, by the following extract from the report of the Secretary of the Board of Education of Massachusetts, for the year 1854.

"The general interest taken in the subject of education, has created a more urgent demand for competent teachers, the consequence of which, is an increased attendance of the Teachers' Institutes. While the main reliance of the State for teachers specially trained for their office, is on the Normal Schools, the most successful means yet devised for elevating the professional character of teachers, after they have entered upon actual service, is the regular recurrence of those organized semi-annual meetings of the teachers, held about the time of the opening of the summer and winter schools, for the purpose of receiving a brief course of professional instruction from men of eminent ability, and large experience as instructors. Seldom has one of them been held in a place without exciting a fresh feeling of interest and professional ardor in the minds of teachers, and of producing an immediate improvement in the schools under their charge. The number of those who attend the teachers' Institutes as members, is rapidly increasing in all parts of the State. The popular mind is imbued with the same spirit. Such occasions are regarded not merely as a scene of professional interest, but as an intellectual and moral festival, in the neighborhood where they occur."

HOLBROOK'S COMMON SCHOOL APPARATUS.

This apparatus is designed to illustrate branches taught in our district schools. A full set comprises a *Numeral Frame* for the instruction of beginners in arithmetic; *Geometrical Solids*, for the use of pupils more advanced in arithmetic and mensuration, to give them clearer ideas of cubes, cones, prisms, pyramids, spheres, spheroids, &c., than can be conveyed by verbal descriptions or drawings; the *Sectional Block*, for the illustration of the cube root; a *Globe*, of which no school-room should be destitute; a *Hemisphere Globe*, which opens through the centre, showing on the plane surfaces of the section the natural divisions of the earth, and thus explaining to pupils how the convex surface of a sphere is represented on the flat surface of a map; the *Tellurian*, representing the sun, earth and moon in their respective positions and with their various motions; a *Planetarium* illustrating the entire solar system, an indispensable aid in the attainment of a correct understanding of the relative situations and motions of the planetary spheres.

These articles of apparatus, in the hands of a competent teacher, may be applied to manifold uses in the school-room. On many points which would otherwise remain involved in doubt and obscurity, they enable the pupil to acquire clear ideas almost at a glance. As to their utility, there is no question in the mind of any intelligent teacher or educator who has used or examined them. No school-house in the State should be without a complete set.

This apparatus is manufactured at the State Prison under a resolution of the Legislature, passed in 1851, whereby the labor of twenty convicts for several years was set apart for this purpose. A resolution passed in 1853, authorizes the warden of the State Prison to sell this apparatus to the several towns and school districts in this State, at a discount, below the actual cost to the State,—to a *town* purchasing a full set for all the districts in such town, at a discount of fifty per cent., and to a *district*, of twenty-five per cent.

Under the operation of these provisions but a small number of sets of this apparatus has been sold, while a large number has been manufactured, and now remains at the Prison unsold. In the State of Ohio, provision has been made for supplying school districts with such apparatus, out of the public funds. If a similar course of policy should not be deemed advisable by the Legislature, I would suggest that if the same discount were allowed to school districts as is now granted to towns, it is probable that many districts would be encouraged to pro-

cure this useful means of improving the character of instruction given in our schools.

THE SCHOOL LAWS.

By a resolution of the last Legislature, O. H. Perry, Henry B. Harrison and John D. Philbrick, were appointed a committee to compile and publish in pamphlet form, all the laws of the State pertaining to public schools. This duty has been performed by the committee, and an edition of 2,500 copies of the School Laws have been printed and distributed to all the school societies and the school districts in the State, besides an edition in the Common School Journal. The Circular accompanying the copies sent to school visitors may be found in Appendix D.

It has been suggested that it would be well to appoint a committee to make a thorough revision of the School Laws, and consolidate the several provisions into a single code, with all the necessary instructions, explanations and forms for its administration. This matter I leave to the wisdom of the Legislature.

THE TEACHER'S VOCATION.

MESSERS. EDITORS :

I beg leave to address a few lines to my fellow-teachers ; (using the Journal as the medium through which to convey my thoughts,) upon the great importance of the work in which they are engaged. The question is often asked those who engage in the occupation of teaching, "Why do you prepare to teach? What is your object? Is it because you think it will be an easy task, and will afford you the means of support, without much labor?" Fellow teachers! to you I wish to make the appeal, and I entreat that you will consider well the motives that prompt you to engage in the work. Let the question come home to the heart of *every* teacher whose eye may chance to rest upon these pages; why, of all the different professions and occupations followed by the mass of mankind, do you choose the teacher's lot above all others? Do you engage in the work for the reason that you like it, and feel that above all others, *this* spreads before you a field in which you can be useful, not only to your fellow-men, but to your Master? If this is the *first* motive, then happy are you. You are engaged in a work that is second to no other. You are placed in circum-

stances where much good may be accomplished, and if you hope to be useful, you must learn to labor *patiently* and to *wait*, and in due time "ye shall reap if ye faint not." What employment is there in which we can do more good to the young, than to endeavor to instil into their tender minds those principles which *should guide* them through life, and fit them to fill *responsible* stations among their fellows, and to discharge faithfully the various duties that may devolve upon them.

Teachers! the influence you exert, is great. You are dealing with *mind, immortal mind*, and though the seed you may now be sowing may lie long ere it vegetate, yet it doubtless *will* spring up and bear fruit. We find in the garden of nature, many seeds that must lie planted long years before they will vegetate; so also is it in the moral and mental soil which you are now cultivating. How many a kind word of friendly warning, of earnest entreaty you have an opportunity of speaking to your pupils; which though perhaps may seem like words uselessly spoken; at some future time, when perhaps the voice of that *faithful teacher* is silently sleeping, or rather is singing sweeter songs before the throne in Heaven than ever fell on mortal ear, when the youth has become a man, those words addressed to him when a mere child, may perhaps awaken tones on the harp of mind that will be heard in future ages—tones that will be tuned to angel harmonies. There are many opportunities in which a teacher may make a *favorable impression*.

Suppose for instance, a beautiful day in summer. The sun has risen in all his splendor, the birds are warbling among the branches of the trees, and all nature seems joyous and happy. Suddenly the sky is beclouded. The wind rises and whistles among the trees, the clouds grow thicker and blacker, the roar of the distant thunder breaks upon the ear, and the vivid flash of lightning is seen darting from the clouds. Soon the rain pours down in torrents upon the roof, and the children, some of them, show by their anxious looks that they are in fear. In a little time the rain ceases, the clouds break away, the sun again shines forth beautifully, and the rainbow, the "*beautiful bow of promise*" may be seen in the east. When all is quiet, the teacher may call the attention of the pupils for a few moments, and talk with them of the benefit of rain to vegetation, and that if it did not rain nothing could grow; everything would die. Tell them of God, our kind protector, that it is He who causes the gentle showers to fall upon the earth, and causeth the earth to "*bring forth its fruit in due season.*" Tell them, that God watches over them in the storm as well as in the sun-shine, that he will not hurt them if they are good; and how they ought to

love him and learn to trust in him, who "doeth all things well," as confidently in the terrific storm, as in the clear warm sunshine. Tell them of the uncertainty of *human* life, that they can not always live here, but if they are good and virtuous, they will one day go to dwell with Jesus in Heaven. The teacher will find many opportunities similar to that just presented, which if he will improve, may indeed prove as "*words fitly spoken*." These caskets which are placed in the teacher's hands, contain gems of brighter lustre, of greater value, than all the diamonds of Golconda's mines. It is true, many of them present a very forbidding exterior, but under the care of a faithful instructor, they may throw off the rough garb that envelopes them, and shine forth bright examples of *virtue, goodness and purity*. Press onward fellow-teachers, in your noble work. Continue sowing the good seed, be faithful even unto death, and when your work is completed here, there will be found in heaven a never fading *crown* of glory for you.

E. L. J.

NEWTOWN, (Ct.) May 18th, 1855.

(For the Journal.)

"LEARN TO LABOR AND TO WAIT."

Sower of the seed of Truth,
In a hard and stubborn soil,
Faint not, fear not, though it seem
To be unrequited toil.

Underneath the barren sands
Many a bubbling spring may hide ;
And in mountain passes see
Flowers and snowbanks side by side.

There's a fount in every heart,
Sealed though its waters be ;
Who shall say that words of thine,
May not prove the master key.

And as 'mid the mountain snows,
Little flowrets find a home,
So beneath the roughest garb,
Gentle feelings often come.

Cease not, then, thy arduous work,
Sneers or praises never heed ;
Daily, hourly, constantly,
Cast thou in the precious seed.

What, though no green blade arise,
Auguring the full grown ear?

What, though with a longing eye,
Ye look in vain from year to year?

Reap ye not what others sowed
In the long, long years gone by?
Sowed they not as ye do now,
With many a tear, and wish, and sigh?

Lift up then the eye of faith,
To a prospect fair and bright;
In the distant future look,
See the fields already white.

Sower of the seed of Truth,
In a hard and stubborn soil,
Faint not, fear not, though it seem
To be unrequited toil.

God will watch each seed ye sow,
He will guard the tender shoot;
And while ceaseless ages roll,
Ye shall yet behold the fruits.

S. A. O.

GROTON, May, 1855.

THE RIGHT SPIRIT.

(Extracts from Correspondents.)

A teacher in Illinois, whose heart seems to be devoted to his important vocation, and whose spirit is such as will lead him to acquire those qualifications that will fit him for usefulness as an instructor, thus writes:

"I look on the Common School Journal as a most valuable aid, and would not be deprived of it, for three times the amount of its subscription price.

I have been teaching, or had the *name* of doing so, for several years; but I much regret to say, that it was more in the *name* than in the *spirit* of the teacher; and I might have kept on in that way, had I not received the numbers of your invaluable paper last fall, which in a manner opened my eyes to the immense responsibilities resting on teachers. I have, at times, felt like giving up the profession in view of my own inefficiency; but I have at length resolved to commence on the right track, and endeavor to gain the *true spirit* of the teacher. I have, therefore, set about the cultivation of that spirit and the pursuit

of those qualifications that will tend to make me a useful member of my favorite profession.

I am endeavoring to gather the materials as my means will allow, and have commenced with purchasing such works as Page's "Theory and Practice," Northend's "Teacher and Parent," &c., &c. I have also subscribed for "The Mass. Teacher," the "New York Teacher," and the "Ohio Journal of Education," and only regret that my limited means will not enable me to take every publication of the kind in the United States. Every No. of these valuable Journals affords me new light, new suggestions and new ideas on subjects of which I was before totally ignorant. I rejoice in the belief that I can already feel amply compensated in the more favorable results attending my efforts; and though I yet feel as an humble laborer, I hope by perseverance to elevate myself to a higher grade of usefulness.

W. A. G.

While we thank our friend for his kindly expressions in behalf of our Journal, we wish him the abundant success his enthusiasm deserves. He is certainly on the "right track," and if he perseveres, he will surely find his reward. No teacher can expect to attain a high position of usefulness, who neglects to read educational papers and educational books; and if the selection of teachers rested with us, we would make it an indispensable requisite that they should take some periodical on education, and be the owners of suitable volumes bearing upon the important subject of teaching.

ANOTHER OF THE SAME SORT.

A successful and efficient teacher in the city of Troy, in sending his subscription for the Journal, says:

"I cannot consent to do without the Journal, so long as I have the means to pay for it. Why, I should as soon think of refusing a letter from my dearest friend. In the language of an Ohio brother—'It is doubly interesting to me, for from it I learn what my brethren are doing at home.' Education is rapidly progressing in our city. Our *free schools*, which have not long been established, are becoming more and more popular. The children of our most wealthy and influential citizens are now attending the public schools. The teachers are alive and cheered in their work. They assemble every week for mutual improvement and for the advancement of education."

The letters from which we have made the above extracts, are cheering as approvals of our Journal, and also as evidence that the writers are fully alive to the importance of their work, and are determined to be up with the times. There are no surer indications of vitality and efficiency in a teacher, than a manifestation of interest in the perusal of Teachers' Journals, educational works, and also in sustaining Teachers' meetings. Teachers of this class cannot long remain in the profession without exerting a salutary influence on the cause of popular education, at the same time that they promote their own improvement and secure their own elevation. We trust the time will soon come, when no one will presume to enter upon the business of teaching, who does not manifest a spirit similar to that exhibited in the above extracts.

DO IT YOURSELVES, BOYS.

MR. EDITOR :

One of the greatest problems in school teaching, as you well know, is how to lead young minds to encounter and overcome the *difficulties* which lie in the way of sound scholarship. It is hard to make our pupils see that these difficulties—these hard lessons, so blind, intricate and perplexing, are the very means to make scholars of them ; and harder still, to induce them to put forth that patient, persevering and laborious effort, which alone will ensure them success and complete victory. The following article from the Schoolmate, contains so good a lesson for scholars on this point, that I have thought perhaps the teachers who take the Journal, might like to read it to their pupils and comment upon it ; and I accordingly send it to you for insertion in the Journal, unless your portfolio is full of something more valuable.

Yours Truly, E. L. H.

Do it Yourselfs, Boys.

"Do not ask the teacher, or some classmate to solve that hard problem. Do it yourself. You had better let them eat your dinner, than "do your sums" for you. It is in studying, as in eating ; he that does it gets the benefit, and not he that sees it done. In almost any school, I would give more for what the teacher learns, than for what the best scholar learns, simply because the teacher is compelled to solve all the hard problems, and answer the questions of the *lazy* boys. Do not ask him to parse the difficult words and translate the hard sentences in La-

tin. Do it yourself. Never mind, though they look as dark as Egypt. Don't ask even a hint from any body. Try again. Every trial increases your ability, and you will finally succeed by dint of the very wisdom and strength gained in the effort, even though at first the problem was beyond your skill. It is the study and not the answer, that really rewards your pains. Look at that boy who has just succeeded, after six hours of hard study, perhaps; how his large eye is lit up with proud joy, as he marches to his class. He treads like a conqueror. And well he may. Last night his lamp burned late, and this morning he waked at dawn. Once or twice he nearly gave up. He had tried his last thought; but a new thought strikes him as he ponders the last process. He tries once more and succeeds; and now mark the air of conscious strength with which he pronounces his demonstration. His poor, weak schoolmate, who gave up that same problem after his first faint trial, now looks up to him with something of wonder, as to a superior being. And he is his superior. That problem lies there, a great gulf between those boys who stood yesterday side by side. They will never stand together as equals again. The boy that did it for himself has taken a stride upward, and what is better still, has gained strength to take other and greater ones. The boy who waited to see others do it, has lost both strength and courage, and is already looking for some good excuse to give up school and study forever.

HOME PREPARATION FOR SCHOOL.

The teacher has occasion for special preparation for his daily school duties, as well as his pupils. Formerly such an idea as this would have been thought perfectly absurd. If the teacher entered the school room at 9 o'clock in the morning, and remained there the number of hours prescribed by law, faithfully attending to his duties, he had done all that was required; and after school was dismissed, there was no necessity for his knowing there was any such thing as a school, till the time for opening it the next morning; unless it was found expedient to procure a new supply of birch.

But in these more enlightened days, such an opinion is rejected. Any progressive teacher will not rest satisfied to confine his efforts to the school-room. Many things will often occur which will require consideration as to the best plan to be pursued in regard to them, and to which sufficient attention cannot be given in school hours.

Those who have been striving to fit themselves for this profession,

will consider, when entering upon the field of action, that the foundation only has been laid, and that *now* commences the work of *self-instruction*. Every one should desire and labor for intellectual improvement, but particularly should the teacher who has a two-fold encouragement to persevere, not only that he may improve his own mind and character, but also that he may be better fitted to influence the minds of others and make himself more useful in the world.

He should not only perfectly understand the subject he is to teach, but should seek to know the best manner of presenting it to the various minds which are under his care; this requires much patient thought and earnest study. A knowledge of the character and disposition of the pupils can best be acquired by being in their society out of school hours, by calling on them at their homes, and thus learning the peculiar circumstances of each. No two will be under the same home influences; and without this knowledge, the teacher may sometimes unintentionally do one some wrong or injustice.

Faithful preparation for recitation on the part of the *scholars* should be insisted on. As so much of the time in school hours is necessarily occupied in recitations, illustrations, and other exercises, it is important that regular lessons be assigned the pupils for study at home, and the co-operation of parents may often be secured by sending them, weekly, a record of recitations and deportment.

If scholars are sufficiently interested in their studies and have a real love for learning, there will be little difficulty in inducing them to be prepared for recitation; and when pupils are truly and deeply interested in their school and its exercises, they will usually succeed in awakening an interest on the part of their parents.

S. A. M.

A WORD FROM NEW HAVEN COUNTY.

We have proposed to notice from time to time the condition of our schools, and point out some of the *bright* and *dark* spots of the State.

Among the marks of progress in New Haven County, are to be found the works of the enterprising village of Naugatuck. There is in this village a *Union Public School*, which in most respects is a model for imitation. The building is pleasantly located, sufficiently retired from the highway, and has suitable yards and play-grounds around it.

The school is divided into three grades, one teacher to each department. The senior department is under the immediate charge of Mr. Sabin, who is the principal. The others are taught by females.

There seems to be a proper system throughout the whole school, and the teachers and pupils are well furnished with *tools* to work with.

Each department is supplied with black-boards, crayons, outline maps, globes and other conveniences.

Connected with the high school, is a valuable library, useful philosophical, astronomical and chemical apparatus, and various instrumentalities to assist the teacher, in making his instruction in the highest degree interesting and useful. The people of Naugatuck may well regard their school as the pride and boast of their village. While one is struck with the beauty and grandeur of the elegant church near at hand, he can also feel that the church and the school-house, "twin sisters," sometimes bear something of a resemblance.

Naugatuck has done nothing more than most of the towns in the County have the facility for doing. There are already not less than nine *union* or *graded schools* within the County, and the number is increasing.

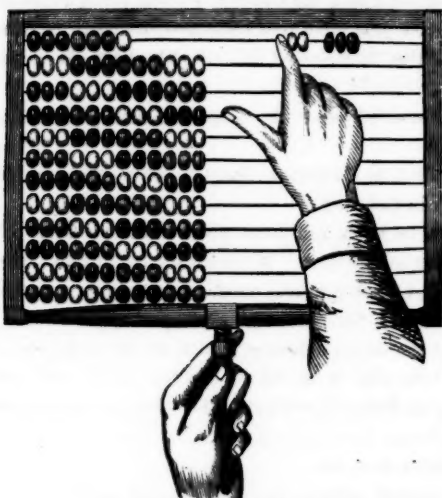
Some of them in larger places, are composed of a greater number of pupils, and of course are established at a greater expense.

On the *bright* side we find, first and foremost, New Haven City. Probably there is not a finer building in New England, not in the City of Boston, than the "Eaton school-house" which is just completed. There are brilliant lights of a *lesser magnitude* in Waterbury, Derby, Meriden, Fair Haven, and a few other places. The *dark spots* we will notice at another time.

G. S.

NAMES OF THE DAYS OF THE WEEK.

The remains of the religion of the ancient people of Great Britain are seen in the names of the days of the week. These people were Scandinavians, who carried into Britain with them their arms, their deities, and their religious rites. The Anglo Saxon superstition came from their progenitors, the Danes and Norwegians, and Northern mythology was once the established religion of Great Britain. The names of the days of the week were called after the deities of this Northern worship. Sunday is the day of the Sun; Monday of the Moon; Tuesday of Teucer, the god of hunting and archery; Wednesday the day of Woden, the God of war; Thursday the day of Thor, the god of thunder; Friday, the day of Friga, the god of love and marriage; Saturday, the day of Satur, the god of fruits.



NUMERAL FRAME.

With many, the Numeral Frame is regarded as adapted only to Primary Schools; and there it is only used for counting. It may not be a waste of words to suggest some other ways of employing it.

First, in the Primary School. It may be a profitable aid in teaching addition and multiplication, after counting has been thoroughly acquired: e. g. the teacher standing before the class holding the Frame, requests all to see how many balls he moves—of course the close attention of every one is *required*, and it will be cheerfully given; he then moves out two each time, and the class count in concert—two—four—six, &c. Next time more rapidly, till the counting by two's, or *adding*, is performed as fast as the teacher can move the balls. To give life and pleasure to the exercise, as well as to secure close attention, require the pupils to count with precision when the balls move, and *only* then; and occasionally stop when they do not expect it. If any are counting mechanically, or without attention, they will be “caught,”—which should be treated as a joke, not a sin. You will not catch them many times.

If it be said the teacher cannot move balls rapidly enough and yet be accurate in the number, we reply that the scholars, as soon as they can answer fast, will not *count* the balls, and it will make no difference with them whether two or four are moved at a time—they have begun

real mental addition, and the teacher, without being aware of it perhaps, has accomplished *just what was wanted*—just what is done by memorizing the addition table—and the scholars have understood and enjoyed it.

At leisure times let one of the class take the frame and try to “puzzle” the rest.

But what shall the scholars study? They will need no tables it it would seem in this way:—

The exercise on two's has been given them to day. Don't expect them to learn it in *one* day. Mark on the board like this $\begin{array}{c} | \quad | \quad | \\ | \quad | \end{array}$ one short mark and one long, and, pointing at the long ones, have them add, two, four, six, eight, &c., and require them to bring on their slates at the next recitation, marks in the same way to a certain number, say 100, and to be able to add them; this will incite them to study, as may be found by a short trial. Begin sometimes with the long mark, and add one, three, five, &c. What will do for two, is equally good for three, or four, etc.

The same method with a little adaptation may be used to teach Multiplication. If afterwards the Multiplication Table is desired, it will be found an easy task to memorize it perfectly.

But you are in a Grammar School. Your class in Reduction can't see why “144 sq. in. make one sq. foot,” or “9 sq. feet, one sq. yard.” You take the numeral frame and move out three balls on each of three adjacent wires, making a square, tell them to call each ball a foot, then three feet (or balls,) make a yard one way, and the same the other way,—ask if it isn't a *square* yard, then count how many feet in it? How easy! how much quicker than to mark it on the board, and the illustration will be equally clear as well as less imperfect.

Your class is beginning fractions,—move out twelve balls compactly, below twelve more divided into halves, below twelve in thirds, and so on to twelfths; what pupil will not see plainly that a third is larger than a sixth, and also *why* it is, even if he cannot explain why, he *knows* it most fully.

Or, let them add a third and a sixth,—cannot!—well, you didn't suppose they could,—show them by the frame that the third can be changed into, reduced to sixths, then they will add them readily and wonder they didn't think of it before, it seems so plain. Are there other uses for this simple instrument? Think.

F. C. B.

MASSACHUSETTS.

STATISTICS RELATING TO PUBLIC SCHOOLS.

Number of persons in the State between five and fifteen years of age,	306,625
Number of scholars of all ages, in all the Public Schools in summer.	186,627
Number of scholars of all ages, in all the Public Schools in winter.	199,447
Average attendance in all the Public Schools in summer.	141,226
Average attendance in all the Public Schools in winter.	154,277
Ratio of the mean average attendance upon the Public Schools to the whole number of children between five and fifteen, expressed in decimals.	.72
Number of different persons employed as teachers in the Public Schools during the year — males, 1,932; females, 5,166; total	7,098
Average length of Public Schools, seven months and sixteen days.	
Average wages of male teachers per month, including board.	\$15.88
Amount of money raised by taxes for the support of Public Schools, including only the wages of teachers, board and fuel.	\$1,018,472 26
Increase of the year.	49,341, 01
Amount of voluntary contributions of board, fuel, and money, to maintain or prolong Public Schools.	38,061 30
Amount of money appropriated to schools as income of local funds.	42,806 30
Amount received by the town and cities as their share of the income of the State School Fund.	46,908 10
Aggregate returned as expended on Pub. Schools for wages, fuel and superintendence.	1,140,132 68
Amount raised by taxes (including income of surplus revenue), for the education of each child in the state from five to fifteen, per child.	4.96
Per-centage of the valuation of 1850, appropriated for Public Schools.	,001,75

The law requires each town or city to raise by tax at least \$1,50 per child between five and fifteen, as a condition of receiving a share of the income of the State School fund.

All the towns and cities returned have raised \$1,50 or more for each child between 5 and 15.

Number of towns that have raised the sum of \$3,00 or more per child, between five and fifteen.	225
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Number of High Schools supported as Public Schools, by taxation.	80
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Amount expended in 1853, in erecting and repairing school-houses for the use of Public Schools.	402,609 90
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Value of Public School-houses as returned by School Committees, April, 1854.	4,576,457 26
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Amount annually expended, exclusive of the support of Collegiate Institutions and Professional Schools, to promote popular education in Massachusetts, not less than	\$2,283,554,00
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EXPANDING THE CHEST.

The Scientific American says that those in easy circumstances, or those who pursue employments within doors, use their lungs but little, and breathe but little air in the chest, and lay the foundation for the loss of health and beauty. All this can be obviated by a little attention to the manner of breathing. Recollect the lungs are like a bladder in their construction, and can stretch open to double their size with perfect safety, giving a noble chest and perfect immunity from consumption. The agent, and only agent required, is the common air we breathe, supposing however that no obstacle external to the chest, such as twining it about with stays, or having the shoulders lie upon it. On rising from bed in the morning, place yourself in an erect posture, with your head thrown back, and your shoulders entirely off from the chest, then inhale all the air that can be got in; hold your breath, and throw your arms off behind; hold your breath as long as possible. Repeat these long breaths as often as you please. Done in a cold breath is much better, because the air is much denser, and will act much more powerfully in expanding the chest. Exercising the chest in this manner, it will become flexible and expansible, and will enlarge the capacity and lungs.

SPELLING.

MR. EDITOR:

In a former communication, I intimated my intention to offer a few additional suggestions on the subject of spelling. All who are in the habit of visiting schools will admit that, as a general thing, sufficient attention is not given to this important branch; though it is believed that in all good schools it is beginning to assume its true position. I have already expressed the opinion, that both the oral and written methods should be adopted, and have given a few brief hints in relation to the oral mode. I feel, however, that the plan of writing words and sentences is deserving of much favor,—far more than it has received in most schools. For all pupils, who are sufficiently advanced to write legibly, I would recommend that nearly all exercises in spelling should be written upon slates, blackboards, or in blank books. An obvious reason for this is, that it is more in accordance with the practical use of the acquired knowledge. In the business and intercourse of life, we have constant occasion for writing words, but rarely for spelling orally. Assuming then, that the written method should receive prominent attention, I will proceed to offer a few hints in relation to conducting the exercise.

In the first place, I would express the opinion, that the spelling exercise should be considered a very important one, and that it should receive daily attention. The subject of orthography is often considered a dull and uninteresting one; and, as it has been usually conducted in our schools, it must be confessed that it has not had many attractions. But it will be the aim, and it may be the privilege, of every active and judicious teacher to render the spelling lesson at once interesting and profitable.

It will be well to have as many as possible engage in the exercise at the same time. The last ten or fifteen minutes of each day may, very profitably, be devoted, by an entire school, to a spelling exercise; and if some are not sufficiently advanced to engage in writing, they may still receive benefit by giving attention. Let us suppose the hour for spelling has arrived. The lesson has been previously assigned and sufficient time allowed for studying it. The scholars are called to the recitation seat with their slates in hand; or, if the number is large, they are arranged around the sides of the school room. All are ready and the teacher slowly and distinctly pronounces a word, and the scholars write; and thus continue until the intended number of words have been pronounced and written. After the words have been written, various

ways may be adopted for ascertaining the result. The teacher may distinctly spell each word with the understanding that all who have written differently, will mark those different. If scholars have been trained to be truthful and honest, each one may examine and mark his own work; or, scholars may be required to exchange slates, and each report on his neighbor's work.

It is better to place confidence in pupils, and endeavor to instil into their minds honorable feelings in relation to this and all other matters. Hence I would recommend that each pupil be allowed to report his own work, so long as he shall do nothing to forfeit his teacher's confidence. If scholars feel that their teachers confide in them, they will be incited to act in a manner that will merit commendation. At each recitation the teacher should call upon some members of the class to pass their slates to him for inspection, after they have been marked. As all may feel liable to be called upon, the mere consciousness will serve as a check to incorrect reporting. Occasionally, it will be well for a teacher to examine all the slates and make such comments on the writing and manner in which the work has been done, as he may think best. At times short sentences, paragraphs, or stanzas may be dictated for the pupils to write, thus securing a greater variety of words. Proper names should often be given for spelling exercises, as the names of countries, states, counties, towns, rivers, mountains, individuals, &c.

After the words have been written the teacher may, for an occasional change, call upon some individual to spell the first word as he has written it, and then—before stating whether it is right or wrong,—call upon all who have written it differently, to signify it by raising the hand. Indeed, it will be desirable to vary the mode often, and the earnest teacher will readily devise the ways for so doing.

In all written exercises of the kind, I would suggest that each pupil be expected,—

1. To write distinctly.
2. To write promptly, and without making erasures.
3. To confine his attention to his own slate.
4. To correct all errors before leaving the school.

If a school-room is well supplied with blackboard, the spelling exercises may be written upon that. In this case the teacher will have the whole work in view, and can inspect the same while the pupils are writing. But I will not extend this communication, but will leave the subject for the consideration of others—my object being to make a few suggestions which may tend to elicit the views of others, and awaken a wholesome interest in the important, though neglected, subject of spelling.

M.

SCHOOL AFFAIRS IN MIDDLEFIELD.

MR. EDITOR :

In the last number of the Journal, your correspondent, G. S., gave rather a dark picture of school matters in some parts of Litchfield county. His was a "shady side" view, and we rejoice that we may as an offset, present a "sunny side" view from Middlesex county. It was our pleasure recently, to spend a day in Middlefield, and meet some of the good friends of education in that beautiful section of the state. In the North and South districts the people have decided to erect new school-houses, and they seem determined to have them adapted to the comfort and convenience of the pupils. In the South district a grove containing nearly seven acres has been purchased as the site for the school house. With the interest of such gentlemen as Rev. Mr. DICKINSON and DAVID LYMAN, Esq., members of the Committee, there is every assurance that all things will be arranged and completed in the best manner.

In the north district a beautiful spot has been selected for the school house, commanding an extensive and delightful prospect. P. M. AUGUR, Esq., is chairman of the Committee, and manifests a most laudable interest in the important work entrusted to his care. In less than three months, these districts will contain school houses which will prove an honor to the State, a credit to the Committee, an ornament to the town, and a blessing to the rising generation. If it shall be said that these houses cost money, it may also be said that they will prove instrumental of privileges which money cannot take away. Those men who take an active interest in the improvement of school house architecture, are doing a good service to the community and at the same time erecting monuments of their own goodness, in the hearts of the young. May the example of the friends of schools in Middlefield prove contagious, and may the time soon come when all our towns and villages will be provided with neat, comfortable and commodious school houses. The welfare of the young requires it, the best interests of the State demand it, and, in due time, the good sense of the people will furnish the supply.

N.

"Take the hand of the friendless. Smile on the sad and dejected. Sympathize with those in trouble. Strive everywhere to diffuse around you sunshine and joy. If you do this, you will be sure to be beloved."

Resident Editor's Department.

A WORD FOR OUR JOURNAL.

Kind reader, will you allow us to ask a favor of you? Our Journal is published for the good of the general cause of education, and not for the pecuniary advantage of any man. The editors perform their duties without compensation. Now we have a very respectable list of very good subscribers, for which we feel duly grateful. But we shall be most happy to have our list increased, and the favor we wish is this: will you make an effort to procure for us at least one new subscriber? If each of our present subscribers will thus oblige us, it will aid us very much; and in return we will endeavor to make our Journal still more worthy of patronage. Who will respond to our request? During the remainder of the year we will publish the names of all who may send us new subscribers, with the number each may send, that it may be seen who are interested in our movements. It is a leading object of the Journal to elevate the Teachers' profession. Will those interested aid in promoting this object?

THE AMERICAN JOURNAL OF EDUCATION AND COLLEGE REVIEW.

It affords us pleasure to call the attention of our readers to a new monthly, under the above title, which will soon make its appearance and which will, we earnestly hope, receive, as it certainly will merit, the cordial support of the friends of education throughout our country. It may be sufficient commendation to state, that its educational department will be under the care of ABRAHAM PETERS, D. D., and HENRY BARNARD, LL. D. The names of these distinguished and well known gentlemen, are a sufficient guarantee that the periodical will be conducted with ability and interest.

The design of the Journal and Review will be at once to serve the friends of education as a vehicle of intelligence and to provide a medium of inter-communication for colleges, academies, public and private schools, and other educational institutions, throughout the United States and Canada.

Each number is to contain at least 80 pp. constituting an annual volume of 960 pages, or more.

Each number will be embellished with an engraved portrait, or with

wood cuts of buildings and other preparations for educational purposes.

The subscription price for this valuable Journal will be only \$3 per year. A specimen number has already been issued, though the regular publication will not commence until January next. We earnestly hope that so desirable an enterprise may receive that prompt and liberal patronage which its importance demands. The Journal and Review will be published by N. A. Calkins, 348 Broadway, New York, to whom all subscriptions should be forwarded.

TEACHERS' INSTITUTES.

It will be seen, by reference to another page, that arrangements have been made for holding Institutes in the several counties during the autumn. While to Connecticut belongs the honor of having held the first Teachers' Institute ever held, and while the State makes a fair provision for the support of these valuable educational auxiliaries, and while we claim that they have already been instrumental of great good, we at the same time feel that their usefulness may be greatly augmented. The main objects of these associations are, the improvement of teachers and the increase of general interest in the subject of education. At these Institutes, lessons are given in the various branches taught in our schools; modes of discipline are discussed, lectures pertaining to education are given, and various suggestions are made which cannot fail of benefitting teachers and resulting in the good of the community and the improvement of the schools. We believe that in every town, in which an Institute has been held, the people have felt amply compensated for the hospitality they have extended to those in attendance. We are very desirous that these meetings, during the coming autumn, shall be more generally attended and productive of more good than they ever before have been. It is to be hoped that old Connecticut will show that she still prizes these organizations whose influences have been so useful, and so highly appreciated by other states. We wish to call the attention of school visitors, teachers, and parents to some particulars in which they may contribute to aid us in the objects so dear to us.

1. SCHOOL VISITORS.

Will you do what you can to induce teachers under your supervision, to attend the Institute in their own County; and that they may do so,

will you do what you can to secure for them permission to leave their schools during the week the Institute is in session? In many instances a school or district would be richly rewarded, if it should send its teacher and pay all expenses. Let teachers see and feel that there is a liberal interest in their behalf, and they will be greatly encouraged and stimulated. Let it be remembered that "As is the teacher so will be the school," and, let it not be forgotten, as are *the parents and committees, so will be both the teacher and the school.*

2. TEACHERS.

Teachers, these Institutes are intended especially for your benefit. They are not designed to impart a regular and thorough course of instruction in the various branches, but rather to refresh and quicken your minds by brief reviews, and pertinent hints, illustrations and lectures. The tendency of these will be to enlighten, animate, and cheer you; so that you will go to your work with the right heart and engage in it with the true spirit. If you ever have attended an Institute our appeal may be superfluous; but if you never have been to one, allow us to request you to go and thus learn of the truth of our remarks.

3. PARENTS.

We feel that much of the success and interest of our Institutes must depend upon the parents and citizens in the place of meeting. While their houses are opened to the entertainment of those in attendance from abroad, we wish them to feel that they have a full and cordial invitation to attend any, or all, of the exercises and lectures of the Institute, both during the day and evening sessions. And that they may feel free to do so, we suggest that they will not make strangers of those who may come among them, and deviate as little as possible from their usual mode of living.

Now, shall we have the prompt and cheerful co-operation of the several parties named? If so, we will do all within our power to cause all who may interest themselves to feel that they have been instrumental in advancing a good object, in return for which they have received a rich reward at the very outset.

THE RIGHT SPIRIT.

"I would rather occupy the bleakest nook of the mountain that towers above us, with the wild wolf and the rattlesnake for my nearest neighbors, with a village school, well kept at the bottom of the hill, than dwell in a paradise of fertility, if I must bring up my children in a lazy, pampered, self-sufficient ignorance."—*Hon. Edward Everett.*

TEACHERS' INSTITUTES.

Arrangements have been made for holding Institutes in the several counties as follows:

At South Coventry in Tolland County, September 24.

" Essex,	Middlesex Co.	October	1.
" Bridgeport,	Fairfield Co.	"	15.
" Falls Village,	Litchfield Co.	"	15.
" Windsor,	Hartford Co.	"	22.
" Cheshire,	New Haven	"	22.
" Colchester,	New London Co.	"	29.
" Danielsonville,	Windham Co.	"	29.

Each of the Institutes will commence at 7½ o'clock, p. m. of the day named, and the first exercise will be a lecture. Efforts will be made to have the lectures and various exercises such as will interest and benefit those in attendance. Shall we have the co-operation of teachers and friends of education in behalf of these Institutes? We earnestly bespeak the same.

STATE NORMAL SCHOOL.

The autumn term of this school has opened under very encouraging circumstances. The number in attendance is unusually large, being about 170, and an excellent spirit seems to prevail among the members.

It will be gratifying, to the friends of the school, to know that the services of Prof. Russell, so favorably known as an accomplished and highly successful teacher of elocution, have been secured for the present term.

The anniversary exercises will be at the close of the term, October 8th. The oration will be given by REV. DR. CLARK, of Hartford; the poem by REV. C. H. A. BULKLEY, of West Winsted; and the address before the Alumni, by L. L. CAMP, Esq., of New London. From the well-known ability of these gentlemen, we may reasonably anticipate quite a literary treat; and it is hoped that there will be a large gathering of the friends of the school.

NOTICES OF BOOKS.

ELEMENTS OF ASTRONOMY, For Schools and Academies, by JOHN BROCKLESBY, A. M., Professor of Mathematics and Natural Philosophy in Trinity College, Hartford. Published by Farmer, Brace & Co., N. Y.

We take great pleasure in calling the attention of teachers and students to this truly excellent book. It contains 321 pages, and is printed from fair type and on good paper. Both the plan and execution of the whole are equally admirable. It is not a milk-and-water compilation without principles and without demonstration. It contains the elements of the *science* in their proper integrity and proportions. Its author is a learned man and a practical instructor, as the author of every school book should be. The style is a model for a text book, combining in a high degree perspicuity, precision and vivacity. In a word, it is the very best elementary work on Astronomy with which we are acquainted.

FIRST BOOK IN COMPOSITION for the use of Schools. By F. Brookfield. New York, A. S. Barnes & Co.

This little work seems to be prepared on an original plan, and we think it is admirably adapted to make early exercises in composition attractive. Like all the works of Barnes & Co., it is "got up" in an attractive and substantial style. We commend it to the favorable notice of teachers in our Intermediate and Grammar schools, and to School Committees.

BOYD'S EDITION OF THE ENGLISH POETS.

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